

Idyllwilde Elementary School



2014-15 School Improvement Plan

Idyllwilde Elementary School

430 VIHLEN RD, Sanford, FL 32771

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0521>

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

71%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

A

School Board Approval

This plan was approved by the Seminole County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of SCPS is to ensure that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens in our great country and in the global economy.

Provide the school's vision statement

Idyllwilde plans to close the achievement gap by preparing all students for college/career readiness and success in a global society.

- * Idyllwilde will support the SCPS vision that every student will graduate from high school prepared for college/career and become a responsible citizen in the United States of America.
- * All students are expected to perform their best academically and socially.
- * There will be equitable facilities and opportunities for all students.
- * The school's faculty/staff will be highly qualified, diverse, innovative, energetic, and dedicated to helping students achieve lifelong academic/social success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Idyllwilde Elementary works with each family with the intent to create a school community where children feel safe, respected and cared for. The school is respectful of and embraces the various ethnicities and cultures that make up the student population. The school offers free supplies/backpacks, uniforms, shoes, and food to students in need. Every student was given a school t-shirt to promote spirit and a sense of community. After school events are scheduled throughout the year to enhance the Idyllwilde community. The events include: two book fairs, ice cream social, fall festival with Gross Out Science (Orlando Science Center), two ESOL family nights, multiple curriculum nights, student led conference night, and two chorus performances. Other events, such as Picnic and Paperbacks and Teach In, gives our students additional opportunities to experience/share their culture with peers.

Communication is key in building relationships with families. Teachers communicate through conferences, phone, email and student planners on a regular basis. Each grade level sends home a newsletter at least six times each year. The school utilizes Facebook, Twitter, the school website, newsletters, a call out system, stickers, and email to communicate with families. In an effort to minimize how many times each week papers are sent home, the school has adopted "Take Home Tuesday". Students bring home graded papers/school communication papers every Tuesday, allowing families to establish a routine for when to look in folders/backpacks.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The PBS team created a school-wide behavior plan with the intent to: maintain a safe environment, promote an orderly environment, maintain a productive environment, teach students to exercise self-control, provide consistent and equitable standards, and sustain the right to a quality environment for all students.

- * Faculty/Staff greet student s each morning in a positive way. Classroom teachers greet each student as they enter the room.

- * Classroom teachers take time weekly to conduct class meetings where students have an opportunity to share feelings, discuss school/classroom expectations and set goals for individual and class behavior.
- * The administration meets with each grade level monthly to review school wide expectations and celebrate student success.
- * The two school certified counselors meet with grade levels, classrooms, small groups, and individuals to support a school environment where students feel safe, and respected before, during and after school.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Idyllwilde has established a PBS team that consists of classroom teachers, certified counselor, support personnel, and administration. The team created a school wide behavior plan that outlines faculty/staff/student expectations. The purpose of a school-wide plan is to: maintain a safe environment, promote an orderly environment, maintain a productive environment, teach students to exercise self-control, provide consistent and equitable standards, and sustain the right to a quality environment for all students.

Defining Discipline - Discipline is giving each child the tools to succeed in life. It is a process that uses teaching, modeling, and other appropriate strategies to maintain the behaviors necessary to ensure a safe, orderly, and productive learning environment by changing unacceptable behavior to acceptable behavior.

Beliefs & Values - Every student will learn, achieve, and succeed with effective teachers. The school will maintain an environment that promotes safety and respect among all stakeholders. Student differences are opportunities for growth and development which promote lifelong relationship skills.

Vision of our School Wide Discipline Plan - The vision for Idyllwilde Elementary is to provide a loving, nurturing, and structured learning community that encourages, inspires, and challenges the academic and social needs of ALL students.

Mission of our School Wide Discipline Plan - The mission of Idyllwilde Elementary is to empower students with effective social responsibility by providing a structured, loving, learning environment through positive relationship building, teaching character traits, and consistently teaching SOAR. SOAR stands for Show Respect, Organized, Are Responsible, Ready to Learn. SOAR creates an atmosphere for learning and respect.

All faculty members are trained on the school wide behavior plan and PBS. Faculty and staff are trained to reinforce positive student behaviors through verbal praise, Dojo points, and Falcon tickets that can be used to purchase items in the school store. Teachers select one "Star Student of the Week" where the student is given a certificate, button, and their picture is taken to be displayed proudly in the front office. One student from each grade level is selected weekly to have a pizza lunch with administration. Students are also given a free book and their picture is displayed in the front office.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The two school certified counselors meet with grade levels, classrooms, small groups, and individuals to support a school environment where students feel safe, and respected before, during and after school. Outside providers for counseling like The Grove, Mentoring students is provided by faculty/staff and organizations like Big Brother/Big Sister.

- * Classroom teachers take time weekly to conduct class meetings where students have an opportunity to share feelings, discuss school/classroom expectations and set goals for individual and class behavior.

* The administration meets with each grade level monthly to review school wide expectations and celebrate student success.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Student attendance is monitored daily by the school's family liaison. She is in constant communication with families to assist in decreasing absences. When attendance issues continue, truancy procedures are initiated.

Any time a student is suspended, parents are notified. Students who receive multiple suspensions due to poor behavior are referred to the MTSS team. Teachers are provided support with additional behavior management strategies and a Behavior Improvement Plan when needed. If the Behavior Improvement Plan is not successful, the student is referred to the Student Study Team where the case is evaluated. Additional services may be provided based on need.

Students who score a level 1 on state assessments are referred to the MTSS team where the student is placed in the tiered system for additional interventions.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parent/Teacher conferences, MTSS, Behavior Improvement Plan, tutoring, reading/math intensive intervention, iReady, Fast Forward, mentor programs, ongoing progress monitoring, SIPPS, Making Meaning, and My Sidewalks.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/188422>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Teachers and administrators are continually involved in local events and often invited to participate in their community's celebrations. Administrators and teachers reach out to local businesses for participation in the school's business partners programs. As applicable, administrators serve on local rotary clubs, chambers, etc. In addition, faith-based leaders are invited to form relationships with local schools. Idyllwilde Elementary works with local businesses/organizations to support student academic and social growth. Some of the partnerships include: Boy Scouts, Papa Johns Pizza, Sonny's BBQ, and BJ's Wholesale. The school facility is used weekly by PTA, SAC, Boy Scouts, and local churches.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Navarro, Robert	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team has individual members who are experts in their field. The team consists of administration two instructional coaches, and the school administrative manager. The team meets at least twice a month to analyze data, review processes, and agendas. This team works with district personnel, the classroom teacher and the Student Study Team to collect data, analyze data, establish a goal, select specific strategies, determine results indicators, and monitor and evaluate results.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Idyllwilde Elementary annually reviews budgets and expenditures as well as student and teacher data to ensure we are adequately staffed to meet student achievement needs. For Title I schools, data are reviewed and funds are primarily used to support improved instruction and interventions. Idyllwilde Elementary will coordinate Title I and Supplemental Academic Instruction funds to provide additional

academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. Titles I and II are coordinated to ensure district professional learning and intensive instructional coaching is provided to schools. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Alison Audoire	Teacher
Robert Navarro	Principal
Velika McGill	Teacher
Vanessa Brewster	Teacher
Brit Johnson	Education Support Employee
Arlene Schoneck	Parent
Charity Garrison	Parent
Kenna Morton	Parent
Tammy Ascolese	Parent
Brandy Stephens	Parent
Tara Hillery	Parent
RT Hillery	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC met in May to review the plan and make suggestions for the 2014-2015 plan. The current SAC committee will discuss goals that were met and not met from last years plan. Suggestions will be made for this year's plan based on the 13-14 FCAT data.

Development of this school improvement plan

The School Advisory Council meets monthly to discuss student safety, data, and how to better serve our clientele.

Preparation of the school's annual budget and plan

The School Advisory Council met on September 24th to discuss the use of this years funds and formulate a plan for use. The SAC committee voted that the funds be evenly distributed for school safety and classroom technology. Other aspects of the school budget were discussed during this meeting as well.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds have been allocated for:

1. Reading Centers - Books (hardback, paperback, electronic) were purchased for student use in each classroom. Approximately \$3000.00 went to this SAC project.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Navarro, Robert	Principal
Bradley, Yvonne	Assistant Principal
High, Amy	Instructional Coach
Stalker, Lisa	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Training on Florida Standards standards K-5
 - Break down each standard with an instructional coach
 - Support the implementation of the gradual release teaching model
 - Provide guidance for teachers in developing learning goals
 - Promoting higher order thinking, higher level text dependent questioning from teachers and students, conceptual understanding, generalizing abstract reasoning, complex inferencing within and across text
 - Collaborate and analyze student assessment data to guide instruction in all subject areas
 - Increasing student engagement throughout daily instruction
 - Incorporate cooperative learning across all subject areas
 - Further identifying students who are eligible for talent development
 - Support Small group instruction
 - Provide Accelerated Reader for all students
- Promote reading through the use of technology - iReady, Reading Street online resources, Accelerated Reader

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Idyllwilde utilizes professional learning communities to address planning and instruction, breakdown of state standards, and dialogue about student data. Classroom teachers have a common plan time daily. Wednesday afternoons are utilized to provide focused PD on areas of need.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools reputation of being an "A" school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year!

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor is trained by our county's new teacher facilitator and is given materials and agendas to support the new teachers during this calendar year. Before school begins, our school-wide mentor meets the new teachers at our school and gives a campus tour while orienting our new teachers to important procedures and policies that will affect them as they begin the school year. Once school begins, our new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for their given situations. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher's various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

Additionally, our school arranges for each new teacher to be accompanied by a well-chosen mentor for visits to classrooms of highly effective teachers. Both this mentor and the new teacher utilize a classroom visitation sheet to guide their post-visit discussions around our county's instruction model, room arrangements, and classroom management. The goal of these visits is to provide models of instructional practice and time for reflection that will allow the new teacher to fine-tune his or her teaching abilities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core curricula of Seminole County Public Schools are comprehensive systems employing research-based best-practices, rigorous content, and instructional materials organized in comprehensive instructional plans. Delivery modes and methods require explicit differentiated instruction to the depth of the Florida Standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Idyllwilde uses a variety of data points to differentiate instruction to best meet the diverse needs of our student population. Discovery Education, FSA, PASI, PSI, iReady, fluency checks, grade level assessments, DE probes are some of the assessments used for collecting and monitoring of student growth/achievement. Based on student data, classroom teachers use differentiated instructional practices to provide below, on , or above grade level support throughout the day. The MTSS process is used for students who are not meeting grade level expectations.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,075

Students who meet the set criteria for additional instructional time will be offered before and/or after school tutorial. Certified teachers will focus instruction based on student data.

Strategy Rationale

Students who had a retention, tier 2 or 3, or recommended by the classroom teacher will be offered an opportunity to attend. Decreasing the number of students performing below grade level will increase all area of school proficiency.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bradley, Yvonne, yvonne_bradley@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Discovery Education and iReady will be used to collect and measure student growth.

Strategy: Summer Program

Minutes added to school year: 5,000

Intensive intervention for students who score a level 1 or 2 on the FSA in reading/math.

Strategy Rationale

Goal is to decrease the number of students who may need to be retained in third grade.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bradley, Yvonne, yvonne_bradley@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

TBA

Strategy: Extended School Day

Minutes added to school year: 1,200

SECME Science CLub

Strategy Rationale

Build skills in STEM areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Navarro, Robert, robert_navarro@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

DE, iready, FSA, and FCAT data in math and science

Strategy: After School Program

Minutes added to school year: 1,200

Lego Robotics

Strategy Rationale

Build skills in STEM areas.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Navarro, Robert, robert_navarro@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Math FSA & Science FCAT 2.0

Strategy: Weekend Program

Minutes added to school year: 420

All faculty will participate in professional development during a workday in October. Cooperative learning structures will be the focus of the day long professional development.

Strategy Rationale

The use of cooperative learning structures will increase student engagement, which will increase student proficiency.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Navarro, Robert, robert_navarro@scps.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Observation by administration and coaches.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students in the Voluntary Pre-K (VPK) Program visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Ready Set Learn to help prepare them for success in kindergarten. Schools offer an Open House before school starts and kindergarten teachers are available for individual conferences. The VPK Assessment Grant was used to provide private and faith based kindergartens transition in elementary catchment areas.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Idyllwilde Elementary works in partnership with other elementary, middle and high schools in the Sanford area to breakdown data and make long range plans to improve student achievement.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas. 1a

G056041

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0
AMO Math - African American	62.0
AMO Math - ED	67.0
AMO Math - ELL	70.0
AMO Math - Hispanic	72.0
AMO Math - SWD	54.0
AMO Math - White	81.0
AMO Reading - All Students	68.0
AMO Reading - African American	56.0
AMO Reading - ED	61.0
AMO Reading - ELL	59.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	48.0
AMO Reading - White	81.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Administration Instructional Coaches ELL Teachers ESSS Teachers MTSS Team Certified Elementary Counselors Read Well Fast Forward i-Ready I-Station Imagine Learning AVID Discovery Education Professional Development PLC

Targeted Barriers to Achieving the Goal 3

- Limited understanding of cooperative learning structures and small group instruction by the faculty.

Plan to Monitor Progress Toward G1. 8

Discovery Education
Common Assessments
iReady Reports
I-Station Reports
Imagine Learning Reports
Read Well Tests
Fast Forward Reports

Person Responsible

Lisa Stalker

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student growth on Discovery Education, iReady, common assessments, etc.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas. **1**

 **G056041**

G1.B1 Limited understanding of cooperative learning structures and small group instruction by the faculty. **2**

 **B141351**

G1.B1.S1 Professional Learning Communities and Professional Development in reading, math and writing. **4**

 **S153643**

Strategy Rationale

Will provide faculty with opportunities to collaborate with peers, administration, district personnel, and presenters to increase understanding and implementation of research based best practices.

Action Step 1 **5**

Professional Learning Communities and Professional Development

Person Responsible

Lisa Stalker

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas Learning Logs Student Data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom Walkthroughs
Teacher Observations
Data Review

Person Responsible

Robert Navarro

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Agendas I-Observation Feedback Student Data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom Walkthroughs
Teacher Observations
Data Review
PLC

Person Responsible

Robert Navarro

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Student Data Agendas

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Learning Communities and Professional Development	Stalker, Lisa	9/1/2014	Agendas Learning Logs Student Data	5/29/2015 weekly
G1.MA1	Discovery Education Common Assessments iReady Reports I-Station Reports Imagine Learning Reports Read Well Tests Fast Forward Reports	Stalker, Lisa	9/1/2014	Student growth on Discovery Education, iReady, common assessments, etc.	5/29/2015 monthly
G1.B1.S1.MA1	Classroom Walkthroughs Teacher Observations Data Review PLC	Navarro, Robert	9/1/2014	Student Data Agendas	5/29/2015 weekly
G1.B1.S1.MA1	Classroom Walkthroughs Teacher Observations Data Review	Navarro, Robert	9/1/2014	Agendas I-Observation Feedback Student Data	5/29/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas.

G1.B1 Limited understanding of cooperative learning structures and small group instruction by the faculty.

G1.B1.S1 Professional Learning Communities and Professional Development in reading, math and writing .

PD Opportunity 1

Professional Learning Communities and Professional Development

Facilitator

District Personnel Kagan Presenter Administration Instructional Coaches

Participants

All Instructional Personnel

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas.	7,000
Grand Total	7,000

Goal 1: All faculty will implement research-based best practices and small group instruction to increase student engagement in all curricular areas.

Description	Source	Total
B1.S1.A1 - Kagan Cooperative Learning PD	School Improvement Funds	7,000
Total Goal 1		7,000